

Stages



Alternate Assessment Solutions that Save You Time & Money and Provide Accountability

"It is imperative that special education operates as an integral part of a system that expects high achievement of all children rather than as a means of avoiding accountability for children who are more challenging to educate or who have fallen behind." – President Bush

The Federal No Child Left Behind [NCLB] Act has mandated new expectations of all schools and students. All students must work toward the same standards and be assessed on a regular basis.

As an administrator, you have a priority to ensure the accountability of alternate assessment while staying within budget and time constraints. The Stages framework is designed to meet those needs.

How does Stages provides access to the curriculum for all learners?

As shown on the charts inside, Stages gives even your most severely-challenged students an entry ramp to academic standards. Learners who are capable of academic skills closer to their grade level, but who may not be able to speak or hold a pencil, can demonstrate what they can achieve using Stages.

Stages is a comprehensive framework that integrates with existing practices. Stages activities:

- Correlate with state-mandated academic standards in Mathematics and English/Language Arts;
- Are accessible by common input methods such as alternative keyboards and switches; and
- Support a learner's individual level of skill and independence.

How does Stages save you time and money?

- IEP team members can work more cohesively and effectively because Stages provides a common framework for communication and planning among parents, learners, and practitioners.
- With Stages, teachers do not have to struggle to come up with qualifying evidence of a student's achievement. See the last page for examples of the data that Stages can provide.
- Each student can use Stages over many years, providing for a cost-effective solution.
- Stages increases teacher productivity and enhances instructor-learner time. Teachers have a plan they can follow that ties directly with their standards-based learning activities in the classroom.
- The solid evidence provided by Stages supports effective spending decisions for classroom software and curriculum materials.

How does Stages provide accountability?

- With Stages, over 99% of **all** students with special needs can be assessed. IEP teams can use report data and resulting graphs to build a rich picture of learner achievement for a portfolio or for IEP decisions.
- Stages provides an effective and accessible environment for learners with physical and communication challenges that aren't accommodated in other types of assessment.
- Data collection to document performance for all learners is essential for accountability, and Stages collects, analyzes and presents the data that is crucial to show student achievement.

Standards for Learners with Cognitive, Language or Physical Challenges

Examples of Pre-Academic Skills Correlations for Stages 1–3



According to NCLB legislation, *all* learners are required to work toward the same standards. For some learners with special needs, approaching general education standards as they are written for all students is a daunting challenge. By breaking down academic standards into basic building blocks, we can identify the skills that students need in order to learn. Below are some terms that are used in the chart that follows. Your state or district may use different terms for these prerequisite skills.

Access Skills are the fundamental motor, social and communication skills that are prerequisite to any learning activities based on academic standards.

Entry Point Skills preserve the essential meaning or essence of the standard while allowing lower levels of sophistication and difficulty. Rubrics used to score alternative assessment portfolios often indicate varying points earned depending upon complexity of the skills that are documented.

Some pre-academic skills can be regarded as either Access Skills or Entry Point Skills, depending on the standard being addressed. For example, turn-taking might be an Entry Point Skill for a standard about participating in a discussion, but an Access Skill for a standard that requires but does not focus on taking turns.	Stage One	Press & Hold	Press & Release	Stage Two	Nouns	Verbs	Attributes	Photos	Drawings	Symbols	Stage Three	Levels of Rep...	Object ID	Category ID	Function ID
Access Skills															
Perform simple cause and effect experiment		X	X		X	X	X	X	X	X					
Turns attention toward stimulus		X	X		X	X	X	X	X	X		X	X	X	X
Activate device upon request		X	X		X	X	X	X	X	X		X	X	X	X
Look in a purposeful manner		X	X		X	X	X	X	X	X		X	X	X	X
Listen for extended periods		X	X		X	X	X	X	X	X		X	X	X	X
Respond to one-step direction upon request		X	X		X	X	X	X	X	X		X	X	X	X
Recognize that change or environment can be controlled		X	X		X	X	X	X	X	X		X	X	X	X
Associate certain activities with environmental cues		X	X		X	X	X	X	X	X		X	X	X	X
Wait to participate		X	X		X	X	X	X	X	X		X	X	X	X
Gain information from pictures					X	X	X	X	X	X		X	X	X	X
Take turns					X	X	X	X	X	X		X	X	X	X
Entry Point Skills															
Associate meaning with an object, action or event					X	X	X	X	X	X		X	X	X	X
Associate line drawing with an object, action, event					X	X	X		X	X		X	X	X	X
Recognize that objects differ					X	X	X	X	X	X		X	X	X	X
Select drawing to match a word												X	X	X	X
Match photos and/or pictures												X	X		
Name an object												X	X		
Match line drawings												X	X	X	X
Make choices												X	X	X	X
Answer questions												X	X	X	X
Identify community vocabulary												X	X	X	X
Sort by category														X	X
Sort by attribute														X	X

References: Massachusetts Department of Education, *Resource Guide to the MA Curriculum Frameworks for Students with Significant Disabilities*. (Fall 2001). Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., Dempsey, P. (1989). *The Syracuse Community-Reference Curriculum*. Baltimore: Paul H. Brookes.

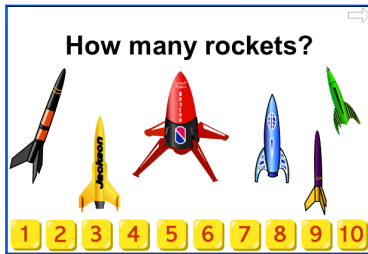
Examples of Academic Skills Correlations for Stages 4–7



Correlations customized to your state's academic standards are available from Assistive Technology, Inc. ❖ 800-793-9227 ❖ StagesSolutions@assistivetech.com

<i>Many pre-academic skills listed on the chart at the left—Access and Entry Points—are also incorporated into these Stages. For example, the Stage Five problem-solving activity, Tic-Tac-Toe, offers practice in turn-taking. The Stage Six stories provide an opportunity for the learner to gain information from pictures.</i>	Stage Four		Stage Five		Stage Six		Stage Seven
Reading/Language Skills							
Identifying letters (upper case and lower case)	X						X
Matching letters to sounds	X						X
Alphabetizing a list of words (2 levels of difficulty)			X				
Recognizing/reading Dolch sight words			X				
Reading/recognizing rhyming words			X				
Finding two words that rhyme			X				
Reading/recognizing high frequency words			X				X
Reading and following clues to solve a problem			X		X		
Reading a story or following along with text			X		X		
Answering a question connected to a story			X		X		
Reading teacher-supplied text							X
Following directions	X		X		X		X
Writing Skills							
Matching letters to copy a word							X
Completing a sentence with the correct word			X				X
Solving word puzzles			X				
Creating sentences with correct sentence structure							X
Editing sentences for grammar, spelling, and punctuation							X
Writing a story with a beginning, middle, and end							X
Writing for a specific purpose							X
Math Skills							
Identifying numbers 0-10	X						
Counting objects up to 10	X						
Comparing objects by size and spatial position	X						
Recognizing a pattern	X						
Completing a pattern	X						
Creating a pattern	X						
Interpreting a graph			X				
Performing mathematical operations			X				
Solving word problems			X				
Computing perimeter, area and volume			X				
Recognizing fractions as parts of a whole			X				
Constructing fractional portions			X				
Comparing numbers (greater than, less than)			X				
Using negative numbers			X				
Identifying coins and bills					X		
Identifying money equivalents					X		
Counting money					X		
Telling time to the nearest quarter hour					X		

The Stages Assessment Process



Stage Four: Assess Counting

Learner's Name: Kevin
Input Method: Mouse
Prompt Frequency: 5 seconds
Prompt Type: Multisensory

Number	Tries	Correct?	Prompts	Finish?
one	1	Yes	0	Yes
two	1	Yes	0	
three	1	Yes	0	
four	1	Yes	1	
five	1	Yes	0	
six	2	Yes	0	
seven	2	Yes	1	
eight	2	Yes	0	
nine	2	Yes	0	
ten	2	Yes	0	

Time on Activity (minutes:seconds): 2:04

5/9/2003 2:08 PM [Print](#) [Save](#) [Done](#)

1. The learner completes a Stages assessment activity.
(Example: Stage Four Counting)

2. The teacher makes notes on the Stages Observation Form during the assessment.

3. The teacher prints the onscreen report.

4. The teacher saves the report file to disk.

5. After the learner has practiced the target skill using recommended curriculum software, the assessment is repeated. This cycle of practice and assessment with data collection can continue until the learner's achievement goal is reached.

6. The Stages reporting tool (available Fall 2003) can then graph the learner's progress over time and calculate mastery of specific content.

Observation Form — Stage Four

Learner's Name: _____

Recorder's Name: _____

Other Observer's Name: _____

Date: _____

6. In the Math Number Identification activity, does there seem to be any pattern of errors? For example, does the learner seem to be confused by numbers with similar shapes ("2" and "8")? ☐ Yes ☐ No

Comment: _____

7. In the Math Counting activity, does there seem to be any pattern of errors? For example, does the learner seem not to understand one-to-one correspondence? ☐ Yes ☐ No

Note if the learner touches the screen to count objects. _____

Comment: _____

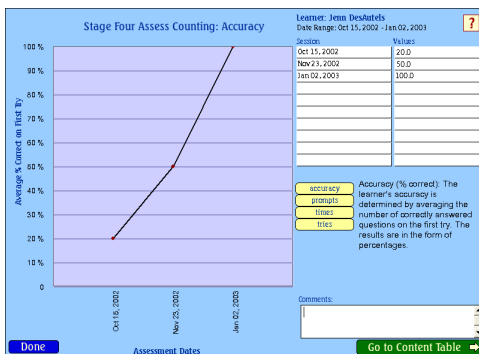
Stage Four
Date: Jan 02, 2003 Time: 1:46 PM

Learner's Name: Kevin
Activity: Assess Counting
Input Method: Mouse
Frequency of Prompt: 5 seconds
Prompt Type: Multisensory

Number	tries	correct	prompt
one	1	Yes	0
two	1	Yes	0
three	1	Yes	0
four	1	Yes	0
five	1	Yes	0
six	1	Yes	0
seven	1	Yes	0
eight	1	Yes	0
nine	1	Yes	0
ten	1	Yes	0

Number of Prompts: 1:53
Time on Activity: 1:53

END OF REPORT FOR: Kevin
Activity: Assess Counting



Graphs illustrate overall achievement in accuracy and independence — number of prompts and number of tries required — as well as time on task.

Content Mastery tables show how well the learner performed on each question of that activity.

Stages Content Mastery Table
Stage Four: Assess Counting

Date Range: Oct 15, 2002 - Jan 02, 2003

Content	% Correct on First Try
one	100%
two	100%
three	67%
four	67%
five	67%
six	33%
seven	33%
eight	33%
nine	33%
ten	33%

All of the above data from Stages can be included in the learner's portfolio and used as evidence of achievement as part of his or her alternate assessment.

Requirements and guidelines for alternate assessments vary from state to state, so you may need to choose which Stages reports, screenshots and graphs are appropriate to meet your needs. Call ATI at 800-793-9227 or e-mail StagesSolutions@assistivetech.com and request a copy of the correlation of your state's academic standards with Stages.